



Local Offer 2016

Unique child, learning and development

How does the setting know if children need extra help and what should I do if I think my child may have special educational needs?

How do you identify children with Special Educational Needs and Disabilities (SEND)? How will I be able to raise any concerns I may have?

Our fully trained staff provides on-going observational assessments on all the children, which are linked to the development matters, ages and stages of their development. This enables staff to identify a child's individual needs, the observations will be discussed with the appropriate room leader, setting SENCO (Special Educational Needs Co-ordinator) and setting manager.

Each child has a designated key person; their role is to work with the child's parents/carers to develop a trusting, sensitive and respectful partnership which enables us to share information. Our open house policy enables parents/carers to discuss any concerns about their child's development with the appropriate staff, in a private room and at a time that is convenient for both parties. Your child's key person may identify a possible individual need which they will discuss with you in private, providing support and working together to plan your child's learning/development.

Our setting has a trained SENCO; she can provide support and offers advice to the key person and room practitioners. The role of SENCO is to liaise with other professionals to seek advice and support in identifying individual needs if required.

Support and advice from the Early Years SEND and Behaviour Advisor and the Early Years Advisory Teacher can be sought with parents' permission.

Reports from health care professionals such as health visitors, speech and language therapists identify children's individual needs. Working as a team, our aim is to plan age appropriate activities that meet the individual needs of the child, by incorporating all the information from parents/carers, care professionals and the child's key person.

If you require any further information please speak to the settings Manager, SENCO or the key person.

Unique child, learning and development

How will the early years setting staff support my child?

How do you oversee and plan the education programme and who will be with my child and how often? What will be their roles? Who will explain this to me?

During the induction process into our setting, the SENCO, key person and parents/carers will share information about their child's individual strengths and needs. We value your knowledge about your child and we will listen to the voice of the child. By working together with parents/carers we aim to support their child's development. The relevant room leader will maintain an overview of the child's progress and experiences.

Parents/carers are encouraged to accompany their child on visits to our setting, this helps to settle the child as they investigate the room and be introduced to their key person. The responsibility of the key person is to gain the trust of the child and understand their stage of development. We offer a home visit to parents/carers.

Our SENCO/key person will explain how your child's individual needs can be met through planning, supported by the use of an ILPP and including advice given by the Early Years SEND and Behaviour Advisor. She will also clearly explain who may be involved and what their individual roles are. The key person will oversee the ILPP targets. Observations, listening, assessments and evaluations all contribute to ILPPs (Individual Learning and Provision Plan). To provide a good working partnership with parents/carers, we aim to review child's ILPP and plan new targets together.

The key person will be there during the sessions with your child, if unable to attend, the SENCO/room leader would be present. They identify individual needs and plan next steps, accessing additional support from others where

necessary e.g. Speech and Language Therapist (SALT) or applications for additional funding (I CAN). SENCO will work closely with other practitioners to maintain appropriate provision and seek support when necessary.

We continuously evaluate our environment to support the child's needs, such as: create a visual timetable to enable the child to follow the rooms' daily routine or sign language.

If you require any further information, please speak to the settings Manager, SENCO, Room Leader or Key Person.

Unique child, positive relationships

How will the setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

What preparation will there be for both the setting and my child before he or she joins the setting. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting? How will you support a new setting to prepare for my child?

We aim for a smooth settling in period into our setting:

- The key person introduced to the child and their role explained to parents/carers.
- We adhere to our settling in policy and re-evaluate within first term of child joining our setting.
- Home visits offered to child's parents/carers.
- Parents/carers are encouraged to take part in stay and play sessions prior to their child's starting date.
- Informal meetings with child's parents/carers to share information about their child's individual needs and other agencies supporting the child.
- Arrange meetings with other health care professionals to ensure a transition/health care plan is in place.
- Provide relevant/appropriate staff training to meet the individual needs of the child before they start our setting.
- It is important that applicable documentation is shared with our setting for example: All About Me forms, previous ILPPs, paediatric reports, so individual planning for your child is in place.
- We encourage the parents/carers to bring their child's favourite toy, blanket or book to comfort and reassure their child.

- Work with parents/carers to ensure a continuity of care from home to setting.
- Arrange a visit by the Portage Worker if required.
- Share information in the Early Support File

To ensure smooth Transition to room, setting or school:

- Arrange a visit for the new key person and SENCO to observe your child and discuss your child's strengths and individual needs.
- Coordinate a visit to the new room/setting to discuss daily routines and resources with the child's parents/carers,
- Relevant staff will attend meetings e.g. team around the child.
- Your child's key worker will share information about the child's favourite comfort items with the designated new setting or school.
- Organise a transition meeting at a convenient time for the child's parents/carers to discuss a transition plan, which allows adequate time for new setting/school to prepare for a smooth transition.
- Discuss learning opportunities that are successful and reflect on activities that did not meet the desired goals with parents/carers and the new setting/school.
- Review the child's ILPP targets at the next meeting with the relevant care professionals.
- Share your child's interests and favourite activities through photographs and visual aids.
- All relevant documentation will be passed onto the new setting this will include the child's tracking, ILPPS and learning journey.
- We will invite appropriate staff to transition meetings.
- Develop a photo book of the new setting/school that your child can share with parents/carers and key person on a daily basis prior the move.
- Our parent's board contains information regarding local schools in the area.
- Use pictures of the local environment to enhance vocabulary used at home and in the setting.
- In the role play area include items of school uniform and books.

The key person will access funding to support your child during the transition/settling in period.

If you require any further information, please speak to the settings Manager, SENCO or Room Leader.

Unique child, positive relationships

Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am unhappy?

Your child's key person will be introduced to you and they are available to answer any questions or concerns you may have.

The setting SENCO and manager are available to offer advice and sign post parents/carers to other professionals for extra support such as the Children's Centre, Health Visitor, Inclusion Officer and SALT.

With parents/carers permission the setting can access support from the Early Years SEND and Behaviour Advisor and the Early Years Advisory Teacher. Our setting has a designated behaviour management practitioner - Debbie Coyle.

If parents/carers are unhappy with their child's care they can find our complaints policy in the policies file located in the entrance hall. Also OFSTED's contact details can be found on the notice board in the entrance hall.

Our setting liaises with the Family Information Service and Parent Partnership Co-ordinator.

If you require any further information, please speak to the settings Manager, SENCO, Room Leader or Key Person.

Positive relationships, enabling environments

What are the responsibilities of the setting committee or owners in enabling and supporting inclusive practice?

How are they involved?

We are responsible for enabling leadership within the setting to create inclusive policies. We ensure policies are in place and up to date, these are available in the main entrance of the Nursery.

Provide correct staff ratios to enable staff to attend training and keep up to date with new legislation.

Staff meetings take place to explore SEND and inclusion issues.

We have an open door policy, ensuring that the setting ethos ensures that all are respected and welcomed.

Our learning environment is inclusive with resources that reflect diversity positively.

Promote information sharing by setting staff with relevant agencies.

Provide quiet areas for confidential discussions/meetings.

Ensure the building is suitable/accessibile.

We provide information packs for parents.

To manage finances and ensure that Inclusion funding is used to promote inclusion.

Two year funding vulnerable child and child premium.

If you require any further information, please speak to the settings Manager, SENCO, or Key Person.

Positive relationships

How will I know how my child is doing?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the Key Person? How does the setting know how well my child is doing? How will I know what progress my child should be making? What opportunities will there be for regular contact about things that have happened at in the setting?

We will organise time to develop a good working relationship between child, parent/carer and key person on entry to our setting.

Assessment systems are in place for all children such as the two year old check, on-going observational assessment, NYEY tracker, all linked to the EYFS ages and stages of development.

We encourage parents/carers to access their child's learning journeys and take it home to share.

Arrange parents/carers meetings with their child's key person and SENCO could be invited.

Targets on your child's ILPP are regularly reviewed to show progress, this will be carried out in partnership with parents/carers.

We file reports from other professionals working with your child/family in a locked cabinet.

We offer parent/carer helper days these provide an opportunity to observe your child in play situations within our setting.

Social events such as open mornings and visits enable parents/carers to see their child playing and interacting with their peers and provide an opportunity to create working relationship with the practitioners within our setting.

We operate an 'open door' policy and encourage room practitioners to communicate with parents/carers on a daily basis.

Our setting sends out termly newsletters to keep parents/carers updated of developments within the settings.

We provide email newsletters if parents/carers request this option.

Relevant staff are able to attend CAF meetings if parents/carers request this to help to identify successes and highlight progress the child is making in the setting.

Our setting provides leaflets to inform parents about the EYFS.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Positive relationships

What support will there be for my child's physical and emotional wellbeing?

What support is available in the setting for children with SEND? How does the setting manage the administration of medicines and provide personal care?
What support is there for social and emotional development to support positive behaviour? How will my child be able to contribute his or her views?

We carefully plan settling in sessions to meet the individual needs of your child. This includes short stays with their parent/carer which gradually reduces as your child becomes confident within the room/setting.

Our welcome pack contains admissions policy, I am special/all about me booklets to be completed by parents/carers to support planning to meet your child's individual needs and information on the EYFS.

Our staff are - welcoming, inclusive and positive.
We engage in open, transparent communication from the moment you start at our setting.

Providing a positive approach and positive behaviour policy implemented.

Adults behave as good role models for positive behaviour.

Implementing a flexible approach to routines/environment to meet the needs of your child.

Key person builds positive relationships with child and family.

Key person provides personal care respectfully.

Staff trained to administer prescribed medication.

Personal health care plans can be adopted if necessary, to meet your child's individual requirements.

Our policies are shared with all staff and parents/carers and available to all in the main entrance.

Visual aids such as a first/then board can be used to support children in understanding routines within our setting.

Safe area provided for sleep, quiet time and medical needs with practitioner present.

Adult: child support assessed to the level of need required by the child to become independent.

Encouraging children to manage their own personal care and managing risks for themselves.

We offer home visits.

Extended family can be invited to sessions.

Differentiated activities, resources and adult support.

Visual timetables used when appropriate.

Puppets used to explain routines at child's level.

Your child will be encouraged to show their likes/dislikes through showing happy/sad faces or verbal communication.

Provide accessible resources and independent choice.

Happy children are a testament to our free choice system.

We ensure sensitive, warm interactions between adults and children.
Early Years SEND and Behaviour Advisor supporting Senco/Key Person.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Positive relationships

What specialist services and expertise are available at or accessed by the setting?

Are there specialist staff working at the setting and what are their qualifications? What other services does the setting access including health, therapy and social care services.

All our staff attend regular child development training and are experienced in working with children within the Early Years age range.

The child/family can access a number of services available in the locality linked to the child's identified needs these would be primarily through the health care service and include:

- Child development centre
- Physiotherapist, occupational therapist, speech and language therapist, Portage Worker, Early Years Advisory Teacher (EYAT)

Our setting has good links with the local children centre and staff sign post parents to support available there through:

- Parent support advisors
- Inclusion officers
- Social care

We have a selection of leaflets to inform parents/carers of the support available in the local area.

Within the setting there is a trained SENCO who attends termly networks to keep up to date.

The local authority Early Years SEND and Behaviour Advisor is available to support the setting SENCO.

With parents' permission advice can be sought from the Early Years Advisory Teacher. If the child's needs are identified as a specific need then the team with the expertise in this area will take up the support for the child and the setting in meeting the child's needs, for example the physical sensory medical team.

Staff have accessed specific training, such as basic autism course, epilepsy awareness, speech and language course and Makaton training. The setting is an ICAN ambassador.

The setting holds coffee mornings for parents to meet the children centre Parent Support Advisors.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Positive relationships, learning and development

How will you help me to support my child's learning?

How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? Do you offer any parent training or learning events?

Located in our entrance hall is a display containing information linking our activities to the EYFS and ideas on how to support your child at home. Each room exhibits age appropriate posters relating to the EYFS.

The communication systems in place within our setting are: - home/setting book, parents' meetings, daily conversations with parents that collect/bring children to the setting, newsletters, the setting website and our text message service. These explain aspects of the EYFS and the child's development and experiences within our setting.

We discuss with parents/carers which form of communication is best for them e.g. email, verbal, written, text.

Invite parents/carers to share their knowledge of their child's interests, e.g. interest cubes, family photos. I'm special book.

Home learning bags and lending library systems are in place with the setting.

It is important that parents/carers have access to their child's Learning Journeys and planned next steps in learning.

Staff within our setting i.e. the key person and the SENCO will discuss with you ways to support your child's needs outside the setting and how they are supporting your child's individual learning and development needs within the setting. This will take place at parents/carers meetings and/or ILPP reviews.

If your child has particular identified needs the setting will work in partnership with the team supporting your child and explain to parents/carers how they aim to implement the advice given from professional that support your child. Families are invited to join in activities, open days, focussed events: such as First Aid training and messy play.

We aim to provide a flexible timetable to enable parents/carers to attend meetings or join in with sessions.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Positive relationships, learning and development

How will I be involved in discussions about and planning for my child's education?

How and when will I be involved in planning my child's education? How are parents/carers involved in the setting more widely?

We encourage parents/carers to be involved from their initial visits at nursery to register their child at our setting, the child's strengths, needs, likes and dislikes are discussed at this point.

Parents/carers are encouraged to share information at this point and on an on-going basis about the individual needs of their child and any agencies/professionals involved with the child/family.

Parents/carers are involved in identifying needs, information sharing and setting targets/next steps to focus on at home/nursery while reviewing progress towards targets. Parental permission is sought before liaising with outside agencies.

Parents/carers knowledge of their child is very important and by working together at every point including Individual Learning and Provision Plans (ILPPs) and reviews.

A child's learning journey is accessible to their parents/carers.

Planning is displayed in each room.

Parents/carers are welcome to volunteer in the sessions if they would like to.

We welcome parent/carer comments and have a questionnaire to reflect on our practice.

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Enabling environments, learning and development

How will the learning and development provision be matched to my child/young needs?

What are the setting's approaches to differentiation? How will that help my child's needs?

Home visits, meetings with parents/carers and information from relevant professionals helps us to understand your child's needs before they join our setting.

Key Person liaison regularly with child's parents/carers

On-going observational assessments are used to establish a starting point within the first few weeks and continuing to inform next steps.

Once your child starts at our setting, their development is linked to the ages and stages of development matters in the EYFS.

Targets set on an ILPP are necessary to support the learning and development of your child.

We will ask parents/carers for copies of assessments by professionals prior to starting the setting.

Advice from the Early Years SEND and Behaviour Advisor could be sought with parents/carers permission when required.

Our settings ethos and EYFS requirements state that every child/family is treated as individuals.

SENCO and key persons are responsible to ensure the learning environment, routines and activities support individual needs.

SENCO and key person communicates with relevant staff to provide consistency and to enhance understanding within the team.

All of our staff are supported by SENCO and key person to ensure that all resources are accessible and offer appropriate learning opportunities for all children.

Observational assessment and ILPP reviews will enable planning for individual needs and preferences.

Activities, experiences, routines resources and provision planned for the individual needs of each child.

Robust risk assessment to enable children to participate as fully as possible during their time in our setting.

We work with other professionals to meet on-going needs.

We aim to provide activities that enhance the child's self-help skill and promote independence.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Enabling environments, learning and development

What training have the staff supporting children with SEND had or are expected to have?

This should include recent and future planned training and disability awareness.

Our SENCO has completed the New To SENCO training, attends termly SENCO network meetings and cascades information to relevant staff during staff meetings held within the setting.

All of our staff have attended promoting positive behaviour training and other related behaviour courses.

All of our staff have attended equality, diversity and inclusion training. Staff attended communication and language training. We have an Every Child A Talker (ECAT) practitioner in our setting to support staff and parents/carers.

Relevant staff attends training linked to specific needs.

Staff training records are kept by the manager and relevant training can be viewed on request. Please ask the manager.

Available courses are displayed in the staff room and staff are encouraged to ask about new and relevant courses.

Managers/SENCO have required knowledge and understanding to apply for additional funding if appropriate.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Enabling environment, learning and development

How will my child be included in experiences away from the setting?

Will he or she be able to access all of the activities of the setting and how will you assist him or her to do so? How do you involve parents/carers in planning activities and trips?

All activities will be planned around all children and their abilities.

Involve parents/carers, SENCO and Key person in planning from the outset to identify strengths and needs of their child.

Invite the parents/carers (and child if appropriate) to join the setting staff in a visit prior to the planned starting date.

Prepare the child using a photo book of what to expect on the visit.

We carry out risk assessments linked to the visit and the needs of all children, include parents/carers and supporter (and travel company if appropriate). Adult-child ratios are regularly reviewed to ensure that all children can access the visit, are safe and have an enjoyable learning experience.

Please inform the staff if your child has any aides.

Our policies will be shared with parents/carers on admission to reassure them that we promote inclusive in our setting.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Enabling environment, learning and development

How accessible is the setting environment?

How does the setting communicate with parents/carers whose first language is not English? Have there been improvements in the auditory and visual environment? Is the building fully wheelchair accessible? Are there accessible changing toilet facilities?

If required bi-lingual staff would be employed.

We will seek support from external interpreters if required.

Encourage family members who speak English to be supportive and helpful to the child's key person.

We have the software to translate our welcome pack and other relevant documents.

We will implement a small digital TV's to display the activities we do in our setting imminently.

Dual language books and DVDs are also available.

Display dual language signs, posters and pictures around the setting.

One to one verbal communication with visual cues used to support understanding.

We provide an easily accessible building and toilet/changing facilities.

We explain the limitations of our settings layout.

Our policies and procedures are up to date.

Provide multi-sensory experiences as part of our core provision.

Provide sensory play equipment

We use visual and auditory aids.

We seek advice and support from the Early Years SEND and Behaviour Advisor.

We work in partnership with specialists, such as the sensory team and follow their advice.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Enabling environment, learning and development

How are the setting's resources allocated and matched to children's special educational needs?

How do you use your delegated budget to anticipate additional needs? What opportunities are available to access extra funding? How would additional funding be used to support my child?

Inclusion funding, Two Year old Funding and Early Years pupil premium can be applied for to support the child being included in the setting.

Delegated budget has been used to train staff, e.g. in using the Inclusion Development Programme; Makaton and Portage.

Delegated budget used to provide certain resources, e.g. a visual time table and sensory resources.

Working alongside other professionals for supportive activities and experiences e.g. Portage, Children's Centre staff.

Adaptations can be made to existing resources.

If you require any further information, please speak to the settings Manager, SENCO or Key Person.

Learning and development, positive relationships

How is the decision made about how much support my child will receive?

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?

The ongoing observations made by your child's key person in our setting and in discussion with the parents/carers, SENCO and Manager will indicate how much support your child will need.

Observational assessment linked to the EYFS and knowledge of child development will be used to identify individual needs.

Extra support will be put in place if necessary with the aim of enabling the child to become independent within their environment.

On-going partnership working with parents/carers by the setting and other professionals involved with the child/family will support the decision making process.

The SENCO will give advice on meeting the child's needs within our setting in consultation with parents/carers and other professionals where necessary and with parents/carers permission.

The SENCO will advise on the process of applying for extra support. The inclusion funding process will identify level of need based on the evidence submitted to the panel from our setting and other professionals working with the child/family.

Reports from health care professionals or others working with the child and family will be used to plan support within our setting

The Early Years SEND and Behaviour Advisor or the Early Years Advisory Teacher or other professionals working with the setting SENCO will support the decision making process linked to planned targets on the ILPP. The ILPP will be written with parents/carers and will include how parents/carers can support their child at home.

Staff meetings within the setting will ensure all staff working with the child knows the child's needs and how to support them.